

THIRAN

TARGETED HELP FOR IMPROVING
REMEDiation & ACADEMIC NURTURING

ENGLISH

TEACHER'S HANDBOOK

CLASSES - 6, 7 & 8

2025 - 2026



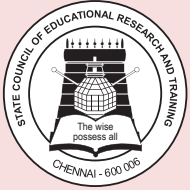
DEPARTMENT OF SCHOOL EDUCATION
GOVERNMENT OF TAMIL NADU

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Government of Tamil Nadu

First Edition - 2025

Content Creation



State Council of Educational Research and Training

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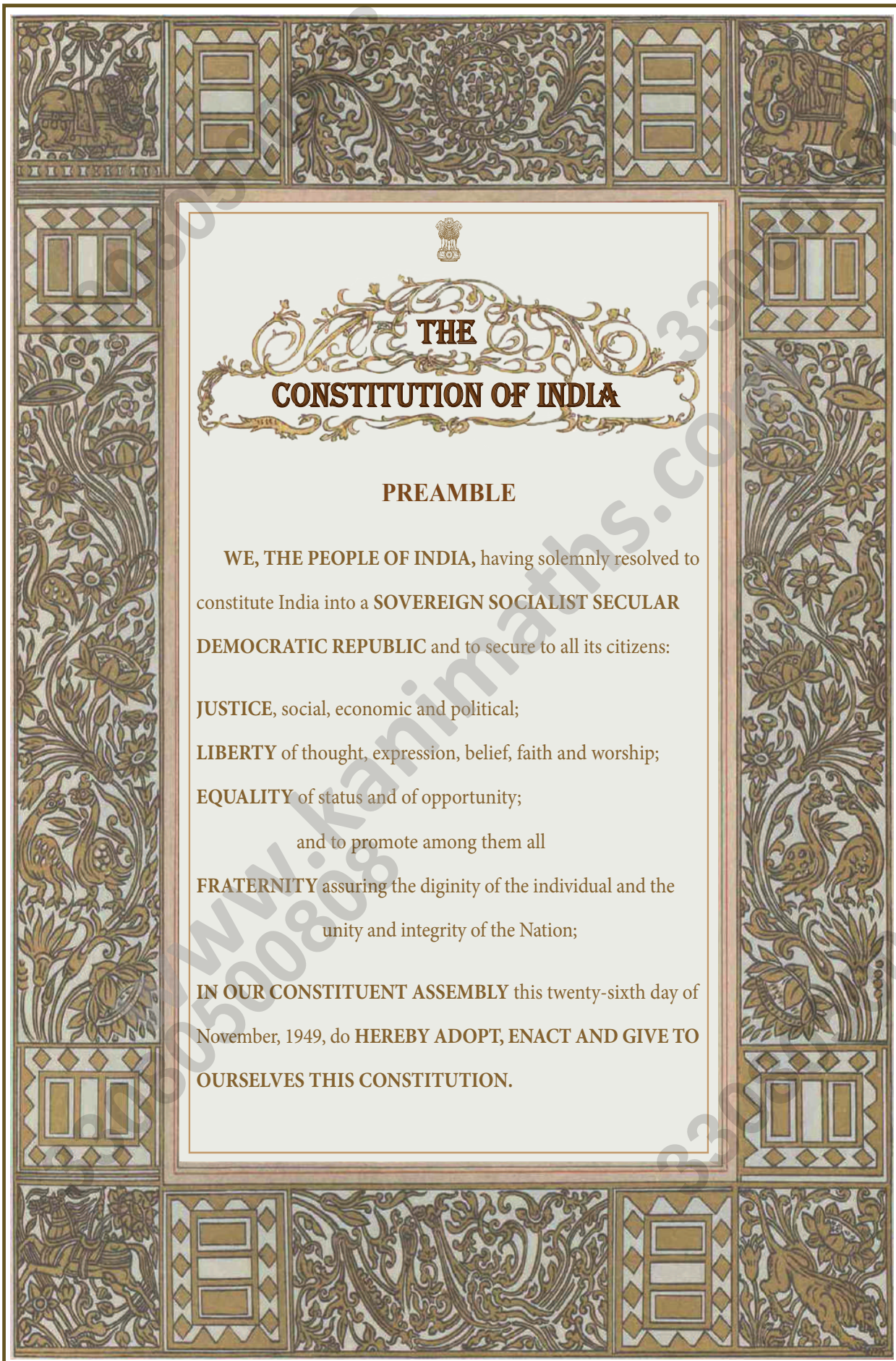
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Tamil Nadu Textbook and Educational Services Corporation

www.textbooksonline.tn.nic.in



THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity;

and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

THIRAN

TARGETED HELP FOR IMPROVING
REMEDICATION & ACADEMIC NURTURING

| S.No. | Content | Page No. | Duration |
|-------|-----------------------------|----------|---|
| 1 | Fundamental language skills | 1-13 | July, August 30 Days (90 minutes) |
| 2 | Grade level skills | 14 - 25 | August - January 20 Days (1 period per week) (40 minutes) |

I Can... I Will...

Note : Colour the stars after completing each module.

Note : Make students colour the stars after completing each module and write the date of completion of the module in their workbook.

Fundamental Language Skills

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Fundamental Language Skills

Action Plan

| S. No | Topics | Days | Content | Learning Outcomes |
|-------|--------------------|---------|---|---|
| 1 | Self-Introduction | 1 & 2 | <ul style="list-style-type: none"> Alphabet Introduction Aa – Dd Introducing themselves Handwriting practise (Strokes) | <ul style="list-style-type: none"> Recognises letters and their sounds A - Z. (LO 103) Talks about self /situations/ pictures in English (LO 112) |
| 2. | Picture Reading | 3 & 4 | <ul style="list-style-type: none"> Alphabet Introduction Ee – Ii Learns Classroom objects Handwriting practise (Strokes) | <ul style="list-style-type: none"> Recognises letters and their sounds A - Z. (LO 103) Associates words with pictures (LO 101) |
| 3. | Conversation | 5 & 6 | <ul style="list-style-type: none"> Alphabet Introduction Jj – Mm Uses simple sentences in conversation Handwriting practise (Strokes) | <ul style="list-style-type: none"> Recognises letters and their sounds A - Z. (LO 103) Uses meaningful short sentences in English, orally and in writing. (LO 308) |
| 4. | Write Simple Words | 7 & 8 | <ul style="list-style-type: none"> Alphabet Introduction Nn – Qq Learns parts of the body Handwriting practise (Alphabet) | <ul style="list-style-type: none"> Recognises letters and their sounds A - Z. (LO 103) Uses vocabulary related to subjects like Maths, EVS, relevant to class III. (LO 314) Draws or writes a few words or short sentence in response to poems and stories. (LO 205) Writes simple words like fan, hen, rat etc. (LO 115) |
| 5. | Read Aloud | 9 & 10 | <ul style="list-style-type: none"> Alphabet Introduction Rr – Vv Reads simple words, phrases and sentences Handwriting practise (Alphabet) | <ul style="list-style-type: none"> Recognises letters and their sounds A - Z. (LO 103) Reads aloud with appropriate pronunciation and pause (LO 303) Reads small texts in English with comprehension in English (LO 304) |
| 6. | Naming Words | 11 & 12 | <ul style="list-style-type: none"> Alphabet Introduction Ww – Zz Learns nouns Handwriting practise (Alphabet) | <ul style="list-style-type: none"> Recognises letters and their sounds A - Z. (LO 103) Uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under', etc. (LO 113) |

| | | | | |
|-----|------------------|---------|---|--|
| 7. | One and Many | 13 & 14 | <ul style="list-style-type: none"> Revision of Alphabet Aa - Zz Learns Singular and Plural nouns Handwriting practise (Alphabet) | <ul style="list-style-type: none"> Recognises letters and their sounds A - Z. (LO 103) Uses nouns, verbs, adjectives, and prepositions in speech and writing (LO 416) |
| 8. | Action Words | 15 & 16 | <ul style="list-style-type: none"> Introducing Short a and long a sounds Learns verbs Handwriting practise (Alphabet) | <ul style="list-style-type: none"> Recognises letters and their sounds A - Z. (LO 103) Uses nouns, verbs, adjectives, and prepositions in speech and writing (LO 416) Identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs (LO 512) |
| 9. | Pronouns | 17 & 18 | <ul style="list-style-type: none"> Introducing Short e and long e sounds Learns pronouns Handwriting practise (Alphabet) | <ul style="list-style-type: none"> Recognises letters and their sounds A - Z. (LO 103) Uses pronouns related to gender like 'his/ her/, 'he/ she', 'it' and other pronouns like 'this/that', 'here/ there' 'these/those' etc. (LO 210) |
| 10. | Articles | 19 & 20 | <ul style="list-style-type: none"> Introducing Short i and long i sounds Learns articles Handwriting practise (two letter words) | <ul style="list-style-type: none"> Recognises letters and their sounds A - Z. (LO 103) Uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions (LO 506) |
| 11. | Prepositions | 21 & 22 | <ul style="list-style-type: none"> Introducing Short o and long o sounds Learns prepositions Handwriting practise (three letter words) | <ul style="list-style-type: none"> Recognises letters and their sounds A - Z. (LO 103) Uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under', etc. (LO 113) Uses prepositions like 'before', 'between' etc. (LO 211) |
| 12. | Describing Words | 23 & 24 | <ul style="list-style-type: none"> Introducing Short u and long u sounds Learns adjectives Handwriting practise (simple sentences) | <ul style="list-style-type: none"> Recognises letters and their sounds A - Z. (LO 103) Uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink', 'red', 'heavy', 'light', 'soft' etc. (LO 207) Uses nouns, verbs, adjectives, and prepositions in speech and writing (LO 416) |

| | | | | |
|-----|-----------------------|---------|---|--|
| 13. | Prefixes and Suffixes | 25 & 26 | <ul style="list-style-type: none"> • Revision of a, e, i, o, u • Learns prefixes and suffixes • Handwriting practise (simple sentences) | <ul style="list-style-type: none"> • Recognises letters and their sounds A - Z. (LO 103) • Writes a few words or short sentence in response to poems and stories. (LO 205) |
| 14. | Reading Comprehension | 27 & 28 | <ul style="list-style-type: none"> • Introduction of digraphs • Reads simple passages and comprehend its questions • Handwriting practise (simple sentences) | <ul style="list-style-type: none"> • Recognises letters and their sounds A - Z. (LO 103) • Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English. (LO 304) |
| 15. | Listen and Write | 29 & 30 | <ul style="list-style-type: none"> • Revision of digraphs • Listens to the teacher and responds to it • Handwriting practise (simple sentences and small paragraph). | <ul style="list-style-type: none"> • Recognises letters and their sounds A - Z. (LO 103) • Listens to English words, greetings, polite forms of expression, simple sentences, and responds in English. (LO 109) • Listens to instructions and draws a picture. (LO 110) |

Note to the teacher: Transact the activities given in the Teacher's handbook under each module in the classroom and then make students complete the exercises given in the workbook.

1 / Self Introduction / Days 1 & 2**Learning Outcomes**

- ⦿ Recognise letters and their sounds Aa - Dd.
- ⦿ Talk about themselves.

Classroom Activity - 1

<https://youtu.be/XF1MqUGdO-I>

Make students watch the video using the link of Kalvi Tv official youtube channel and read the words given in the annexure.

Classroom Activity - 2

- ▲ Make students sit in a circle.
- ▲ You are also a part of the circle.
- ▲ Tell your name, **My name is _____**.
- ▲ Now ask a student **What is your name?** and encourage him / her to say, **My name is _____**.
- ▲ Encourage students also to say, **I am _____ years old. I am in class _____**.
- ▲ Then, encourage each student to ask the other student, **What is your name?** and continue this activity till all students complete their turn.
- ▲ In this way all the students introduce themselves and get to know each other.

2 / Picture Reading / Days 3 & 4**Learning Outcomes**

- ⦿ Recognise letters and their sounds Ee - Ii.
- ⦿ Associate words with pictures of classroom things.

Classroom Activity - 1

<https://youtu.be/XF1MqUGdO-I>

Make students watch the video using the link of Kalvi Tv official youtube channel and read the words given in the annexure.

Classroom Activity - 2

- ▲ Label the things in and around the classroom. e.g. blackboard, table, chair, window, door, etc...
- ▲ Make students stand in a line and tell them **Let's go on a Classroom tour in the train.**
- ▲ You are the engine and the students follow you.
- ▲ Stop at a labelled object.
- ▲ Show the students the labelled object and ask **What is it?**
- ▲ The students respond, **It is a _____**. (name of the object)
- ▲ In this way, make students say aloud the names of all the classroom things.

Learning Outcomes

- ⦿ Recognise letters and their sounds Jj - Mm.
- ⦿ Understand and use simple sentences in conversation.

Classroom Activity - 1

<https://youtu.be/XF1MqUGdO-I>

Make students watch the video using the link of Kalvi Tv official youtube channel and read the words given in the annexure.

Classroom Activity - 2

- ▲ Take the students around the school and visit the places like playground, library, HM's room, Hi-Tech lab, Science lab, noon meal kitchen, parking area, etc.
- ▲ After visiting the places, take them back to the classroom and ask the following questions.

- How do you come to school? • What did you see in the school?
- What do you like in the school? • Where is the food prepared?

- ▲ Encourage the students to respond, **I come to school by / on _____.** **I saw the HM's room / the noon meal kitchen / the playground.** **I like _____.** (Whatever they like can be included). **I live in _____.**
- ▲ This activity enables the students to use simple sentences in conversation with their peers.
- ▲ Make students sit in pairs and complete the workbook Ex. No. 2 in page 7.

4 / Write Simple Words / Days 7 & 8**Learning Outcomes**

- ⦿ Recognise letters and their sounds Nn - Rr.
- ⦿ Write simple words of parts of the body.

Classroom Activity - 1

<https://youtu.be/XF1MqUGdO-I>

Make students watch the video using the link of Kalvi Tv official youtube channel and read the words given in the annexure.

Classroom Activity - 2

- ▲ Prepare word cards and picture cards of head, eyes, ears, nose, mouth, teeth, tongue, lips, legs, fingers, hands, etc.
- ▲ Group the students into two.
- ▲ Give picture cards to one group and word cards to the other group.
- ▲ Say a word aloud.
- ▲ The students who have that picture card and word card come forward, show their cards and tell the word aloud.
- ▲ Other students write down the words in their notebooks and learn the names of parts of the body.

Learning Outcomes

- Recognise letters and their sounds Ss - Uu.
- Read simple words, phrases and sentences.

Classroom Activity - 1

<https://youtu.be/XF1MqUGdO-I>

Make students watch the video using the link of Kalvi Tv official youtube channel and read the words given in the annexure.

Classroom Activity - 2

- ▲ Make students read the words given in their workbook page 12.
- ▲ Write the given simple sentences in a chart or blackboard.
 1. Honesty is the best policy.
 2. The tree was cut down.
 3. The skills of the student were tested by the teacher.
 4. The seedlings were sold in the market.
 5. The competition was organized in the school by the headmaster.
 6. She was ashamed of her action.
 7. He cheated his friends to win the game.
- ▲ Make students read the sentences displayed on the chat or blackboard.
- ▲ Make students read the sentences fluently.

6 / Naming Words / Days 11 & 12**Learning Outcomes**

- ⦿ Recognise letters and their sounds Vv - Zz.
- ⦿ Use nouns in speech and writing.

Classroom Activity - 1

<https://youtu.be/XF1MqUGdO-I>

Make students watch the video using the link of Kalvi Tv official youtube channel and read the words given in the annexure.

Classroom Activity - 2

- ▲ Make students stand in a circle.
- ▲ Pass a ball to the students one by one and ask them to name a person / place / things within five seconds.
- ▲ When the student responds correctly, he/she passes the ball to the next student.
- ▲ Continue the activity in the same way till everyone gets a chance.
- ▲ The student who repeats the same name is out of the game.

Explain that Noun is a naming word. It tells the names of a person, place, animal or thing. e.g. school, Chennai, Geetha, dog, table, honesty.

Learning Outcomes

- ⦿ Recognise letters and their sounds Aa - Zz.
- ⦿ Understand and use singular and plural nouns.

Classroom Activity - 1

<https://youtu.be/XF1MqUGdO-I>

Make students watch the video using the link of Kalvi Tv official youtube channel and read the words given in the annexure.

Dictate the sentences given in the annexure.

Classroom Activity - 2

- ▲ Prepare picture cards for one and many.
- ▲ Make the students stand in a circle and pair them up.
- ▲ In the centre, place down the pairs of all the picture cards.
- ▲ Call a pair and ask them to pick up a pair of cards e.g. **One drum / many drums.**
- ▲ The student shows the first card and says, **I have one drum.** Then the second student shows the second card and says, **I have many drums.**
- ▲ Make the class repeat what the pair says and continue this until all pairs get a turn to learn singular and plural nouns.

Explain that singular nouns refer to one person, place and thing while plural nouns refer to more than one.

Learning Outcomes

- ⦿ Learn short a and long a sounds.
- ⦿ Identify action words and use it in a sentence.

Classroom Activity - 1

<https://youtu.be/V8Awncdcjsk>

<https://youtu.be/RzAFSQ1PC8>

Make students watch the videos using the link of Kalvi Tv official youtube channel and read the words given in the annexure.

Classroom Activity - 2

- ▲ Make students sit in groups of six.
- ▲ Number them 1-6.
- ▲ Ask, **What do you do in school?** and encourage the students to answer with action.
e.g. **We read in school. We play in school. We draw in school. We sing in school.**
- ▲ Ask group 1 to roll a dice and get a number from 1 to 6. For e.g. If it is 4, the fourth student will say, **I play/ draw/ write in school.**
- ▲ Continue the activity till everyone gets a chance to learn.

Explain that action words are called verbs.

Learning Outcomes

- ⦿ Learn short e and long e sounds.
- ⦿ Use pronouns like **he / she / it / they / his / her / their / your / our** related to gender.

Classroom Activity - 1

<https://youtu.be/V8Awncdcjsk>

https://youtu.be/_RzAFSQ1PC8

Make students watch the videos using the link of Kalvi Tv official youtube channel and read the words given in the annexure.

Classroom Activity - 2

- ▲ Ask students to sit in groups of four.
- ▲ Encourage each student to draw and colour a kite in their notebook.
- ▲ Draw a kite on the blackboard and colour it.
- ▲ Point to the kite and say, **I drew this kite. My kite is pink.**
- ▲ Now invite a student to the front and make him / her point his / her friend's kite and say, **He / She drew this kite. His / Her kite is _____.** (Colour of the kite)
- ▲ Ask the students to practise the same in their groups.
- ▲ After completing, regroup the students.
- ▲ This time group the students as per the colour of the kites and ask a group, **What is the colour of your kite?**
- ▲ Encourage the group to say, **We drew these kites. Our kites are blue.**
- ▲ Continue the activity till all the groups get a chance and make each group to point the other group and say, **They drew these kites. Their kites are yellow.**

Explain that the pronouns are the words that are used in the place of nouns. They refer to people, things or places.

Learning Outcomes

- ⦿ Learn short i and long i sounds.
- ⦿ Use the articles in speech and writing.

Classroom Activity - 1

<https://youtu.be/V8Awncdcjsk>

<https://youtu.be/RzAFSQ1PC8>

Make students watch the videos using the link of Kalvi Tv official youtube channel and read the words given in the annexure.

Classroom Activity - 2

- ▲ Make students sit in two groups.
- ▲ Give one group a picture of a cat sitting under a table.
- ▲ Give the other group a picture of many cats, with one cat sitting under a table.
- ▲ Encourage the first group to say **The** cat is under the table, by showing their picture card.
- ▲ The other group should say **A** cat is under the table, by showing their picture card.
- ▲ Prepare similar cards and encourage students to frame sentences using **a, an, the**.

**Classroom Activity - 3**

- ▲ Read the following sentences to the students.
- ▲ Ask students to listen to you carefully.
- ▲ If you read the sentences with correct articles, the students have to clap.
- ▲ If you read the sentences with incorrect articles, the students have to jump.
- ▲ The student who does the action wrongly will be out of the game.

| | |
|-------------------------------------|------------------------------------|
| • I saw an accident of a car. | It is an excellent game. |
| • I was born in the India. | I need the kilogram of sugar. |
| • Shakthi is an English teacher. | Excuse me, Where is the your home? |
| • My mother is a honest woman. | Murali lives in the USA. |
| • Please give me a bottle of water. | My brother is good at the maths. |

Explain that articles are used before noun to indicate whether the noun is specific or general.

Learning Outcomes

- ⦿ Learn short o and long o sounds.
- ⦿ Use appropriate preposition in communication.

Classroom Activity - 1

<https://youtu.be/V8Awncdcjsk>

<https://youtu.be/RzAFSQ1PC8>

Make students watch the videos using the link of Kalvi Tv official youtube channel and read the words given in the annexure.

Classroom Activity - 2

- ▲ Make students sit in four groups.
- ▲ Place a box on the table.
- ▲ It contains word cards of nouns, verbs, prepositions, articles, etc.
- ▲ One student from each group has to pick a card with preposition and show it to the teacher.
- ▲ Ask them to write as many sentences as possible using the preposition they picked.
- ▲ Ask each group to read out the sentences.

Classroom Activity - 3

- ▲ Encourage students to describe the given picture using prepositions.



Explain that preposition is a word or phrase that is used before a noun or pronoun to show place, time, direction, etc.

12 / Describing Words / Days 23 & 24

Learning Outcomes

- Learn short u and long u sounds.
- Use simple adjectives in sentences.

Classroom Activity - 1

<https://youtu.be/V8Awncdcjsk>

<https://youtu.be/RzAFSQ1PC8>

Make students watch the videos using the link of Kalvi Tv official youtube channel and read the words given in the annexure.

Classroom Activity - 2

- ▲ Show the given pictures to the students.



- ▲ Show the pictures to the students.
- ▲ Then, ask them some questions related to size, shape, colour, weight, texture such as big, small, round, pink, red, heavy, light, soft, etc. based on the pictures.
e.g. **Is the elephant big or small?** **Is the vegetable bag heavy or light?**
- ▲ Write the responses of the students on the blackboard.
- ▲ Read out the describing words from the responses such as **heavy, red, tall, short, light, round**, etc.

Classroom Activity - 3

- ▲ Read Green Giant poem and ask students to listen carefully.



Green Giant

There lived a green giant whose name was Sam,
 His hair was the colour of strawberry jam.
 He had one brown and one blue eye.
 And a beard the colour of pumpkin pie.
 His coat and pants were oh so bright,
 Like a lollipop stick, all red and white.
 His socks were as yellow as lemon.
 His shoes were as a chocolate brown .
 His hat was the colour of ginger head.
 With a tall, tall feather of cherry red.

- ▲ Ask them to draw the green giant.
- ▲ Ask them to show the picture and describe it.
- ▲ Then write the following sentence on the blackboard.

Rose is a beautiful flower.

- ▲ Ask students to frame similar sentences using few adjectives.

Explain that the describing words are also called adjectives which provide more information about nouns and describe their qualities.

13 / Prefixes and Suffixes / Days 25 & 26

Learning Outcomes

- Recall short and long *a, e, i, o, u* sounds.
- Understand and use the words using prefixes and suffixes.


Classroom Activity - 1

<https://youtu.be/V8Awncdcjsk>

<https://youtu.be/RzAFSQ1PC8>

Make students watch the videos using the link of Kalvi Tv official youtube channel and read the words given in the annexure.

Classroom Activity - 2



| Prefixes | | Suffixes | |
|---|---|---|--|
| un- familiar lucky happy used | re- write mix place join | -er sing paint buy teach | -less care rest end count |
| dis- continue like agree approve | pre- paid school plan view | -ful joy wonder fear use | -ment treat develop arrange improve |

- Divide the class into two teams.
- Give two labelled cups with prefixes and two with suffixes to each team.
- Write the above sets of root / base words in small strips and give them to the students.
- Ask them to place the root word strips in the appropriate cups.
- The team which completes first has to come forward and read out the new words to the class.
- Let the other team listen and repeat the words.
- Practise the same with the other team also.



Explain that a prefix is a word part added to the beginning of a root word and a suffix is a word part added to the end of a root word to modify its meaning.

14 Reading Comprehension Days 27 & 28

Learning Outcomes

- Learn diagraphs
- Read and understand simple sentences and passages and answer the questions.

Classroom Activity - 1

<https://youtu.be/aVcESb38zxQ>

Make students watch the video using the link of Kalvi Tv official youtube channel and read the words given in the annexure.

Classroom Activity - 2

- ▲ Display the given passage on saving water in the blackboard / chart.
- ▲ Write the highlighted words on the blackboard and make the students read.



water living beings Earth waste
pollute mother Earth

Saving water

Water is essential for all living beings on the Earth. We should not waste water. We should not pollute water. Water is one of the precious resources of our mother Earth. Due to scarcity of water, people face many problems. 25% of the population do not have access to freshwater. Saving water is everyone's responsibility. We must be aware of the importance of saving water. Collecting rainwater and reusing water are some of the ways to save water. Climate change and pollution make it harder to get clean water.

- Ask students to read the passage.
- Divide the class into two groups.
- Give three question strips to each group.
- Group 1 has to ask the given questions to the group 2.
- Group 2 has to answer and vice versa.

e.g.

- Is water a natural resource?
- Why is water important for life?

15

Listen and Write

Days 29 & 30

Learning Outcomes

- ⊙ Learn digraphs
- ⊙ Listen, understand and respond to the given instructions.

Classroom Activity - 1

<https://youtu.be/aVcESb38zxQ>

Make students watch the video and dictate the phrases and sentences given in the annexure.

Classroom Activity - 2

- ▲ Divide the blackboard into two.
- ▲ Name the column one **My Garden** and the column two **Playthings**.
- ▲ Place the word cards of the following words on the table.

| | | | | |
|----------|-----------|-------------|-----------|---------|
| • marble | • ball | • butterfly | • slide | • grass |
| • roses | • balloon | • lawn | • top | • trees |
| • swing | • plants | • see-saw | • kite | • birds |
| • ring | • insects | • bat | • flowers | • bees |

- ▲ Call the students one by one to pick a card and paste it on the appropriate column.
- ▲ Once all the cards are sorted, ask all students to read the words aloud.
- ▲ Then divide the class into two groups.
- ▲ Name the first group **My Garden** and the second group **Playthings**.
- ▲ Dictate the words given above. Ask the students to write only the words related to their topic in their workbook Ex. No. 1 in page 47 (for classes 6 & 7) and page 46 (for class 8).
- ▲ Then dictate the following sentences.

| | |
|---------------------------|-------------------------------|
| 1. She has a marigold. | 2. The girl plays in a swing. |
| 3. My mother likes tulip. | 4. This is a ball. |
- ▲ Then dictate the following words and encourage the students to frame sentences in their workbook Ex. No. 3 in page 47 (for classes 6 & 7) and page 46 (for class 8).

| | | |
|--------------|--------|---------------|
| • playground | • park | • banyan tree |
|--------------|--------|---------------|

Grade Level Skills

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Grade level Skills

Action Plan

| S. No | Topics | Days | Content | Learning Outcomes |
|-------|-----------------------|--------|---|---|
| 1 | Homophones & Homonyms | 1 & 2 | Learns Homophones and Homonyms words in different context | <ul style="list-style-type: none"> Infers the meaning of unfamiliar words by reading them in context. (LO 712) |
| 2. | Syllabification | 3 & 4 | Learns to syllabify the words | <ul style="list-style-type: none"> Refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing . (LO 713) |
| 3. | Reading Comprehension | 5 & 6 | reads simple passages and comprehend its questions | <ul style="list-style-type: none"> Asks and responds to questions based on texts (from books or other resources) and out of curiosity. (LO 707) Reads textual/non-textual materials in English/Braille with comprehension. (LO 708) Reads textual/non-textual materials in English/Braille with comprehension. (LO 813) |
| 4. | Question Tags | 7 & 8 | Learns and uses appropriate question tags | <ul style="list-style-type: none"> Uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc) (LO 716) Communicates accurately using appropriate grammatical forms (e.g. clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.) (LO 820) |
| 5. | Letter Writing | 9 & 10 | Learns and writes formal and informal letters | <ul style="list-style-type: none"> Writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience (LO 615) Writes formal letters, personal diary, list, email, SMS, etc. (LO 718) Writes email, messages, notice, formal letters, descriptions/narratives, personal diary, report, short personal/ biographical experiences etc. (LO 824) |

| | | | | |
|-----|--------------------|---------|---|---|
| 6. | Adverbs | 11 & 12 | Learns and uses adverbs in appropriate contexts | <ul style="list-style-type: none"> Writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. (LO 612) Uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.) (LO 716) |
| 7. | Conjunctions | 13 & 14 | Learns and uses conjunctions appropriately | <ul style="list-style-type: none"> Writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. (LO 612) |
| 8. | Tenses | 15 & 16 | Learns and uses appropriate tense forms | <ul style="list-style-type: none"> Communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.) (LO 820) |
| 9. | Types of Sentences | 17 & 18 | Writes grammatically correct sentences in a variety of situations | <ul style="list-style-type: none"> Uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing. (LO 610) |
| 10. | Paragraph Writing | 19 & 20 | Writes a paragraph using verbal and nonverbal texts | <ul style="list-style-type: none"> Writes coherently with focus on appropriate beginning, middle and end in English / Braille. (LO 614) |

Note to the teacher: Transact the activities given in the Teacher's handbook under each module in the classroom and then make students complete the exercises given in the workbook.

1 / Homophones and Homonyms / Days 1 & 2**Learning Outcome**

- Use homophones and homonyms in appropriate context.

Classroom Activity

- Prepare word cards for the given words.
hare, hair, meat, meet, week, weak, Sun, son, I, eye, blue, blew, fair, fare, sow, so, night, knight, here, hear, flower, flour, sell, cell, know, no
- Distribute a card to each student in the class.
- Make the students stand in two rows facing each other.
- Ask students to tell the word from the card they hold.
- Encourage students to find their pairs. e.g. blue - blew
- Once they find the right pair, ask them to come forward and show their cards.
- Encourage them to tell a sentence using the words they hold, e.g. It is a blue car.
The wind blew fast.
- If students have difficulty in framing sentences, help them do so.
- Practise the activity with other words also. Prepare word cards and practise the same for homonyms.
- Consolidate that homophones are the words that have same pronunciation but different spellings or meanings. e.g. year-ear, aloud-allowed
- Consolidate that homonyms are words that have same pronunciation or spelling but different meanings. e.g. will-will, right-right.

2

Syllabification

Days 3 & 4

Learning Outcome

- Learn to syllabify the words.

Classroom Activity

- ▲ Ask the students, to tell their names and syllabify them, one by one.
- ▲ Encourage the students to clap their hands when they pronounce a syllable.

e.g. Sel / vi – Sel clap hands, vi clap hands.

- ▲ Prepare word cards for the following words.

monosyllabic words - cup, car, sit

disyllabic words - river, music, purple

trisyllabic words - computer, elephant, chocolate

tetrasyllabic words - television, monitoring, particular

- ▲ Ask each student to pick any one card.
- ▲ Let them group the word according to the number of syllables.

Explain briefly that syllable is the smallest unit of a word. It consists of one vowel sound.

3 / Reading Comprehension / Days 5 & 6

Learning Outcome

- Read textual/non-textual materials with comprehension.

Classroom Activity

- Read aloud the following story to the students.

Ananya was walking home from school one evening. She heard a soft whimper near a tree and saw a small puppy. The puppy was shivering and had a collar. Ananya picked it up and asked people if they had lost a puppy. No one claimed it, so she kept searching. Finally, she reached an old lady's house. The lady was happy and called the puppy Brownie. She had been looking for it all day. Ananya was glad to help reunite them. From that day, she visited Brownie often and played with it.

- Write the sentences of the story in strips.
- Divide the class into two groups. Each group receives the sentence strips. They must work together to arrange the sentence strips in the correct order.
- Ask the students to answer the following.
 - What is the main idea of the story?
 - Who are the main characters?
 - What happens in the beginning, middle, and end?
 - What do you learn from the story?
 - Give a suitable title for the story.

Learning Outcome

- Communicate accurately using appropriate question tags.

Classroom Activity - 1

- Make students sit in groups and ask them to change the following positive sentences into negative form and vice versa.

| | |
|---------------------------------------|---|
| • I want to be a computer engineer. | • Heera doesn't like to paint. |
| • He ran faster than Nirav. | • You know some facts about the universe. |
| • Everything was ready for the party. | • We didn't go for fishing after school. |

- Encourage the students to discuss the answers in the class and correct them.
- Ask the students to frame positive and negative questions for the same set of sentences given above.
- Encourage students to discuss the questions framed in the class and correct them.

Classroom Activity - 2

- Prepare sentence strips for the following positive and negative statements.
- Divide the class into two groups (A and B).
- Ask group A to read a positive statement and group B has to find its negative statement.

| Positive Statements | Negative Statements |
|-----------------------------|------------------------------|
| You are a student. | You are not a student. |
| He was here. | He wasn't here. |
| We work here. | We don't work here. |
| She sent me the mail. | She didn't send me the mail. |
| They have eaten. | They haven't eaten. |
| Mom will visit us tomorrow. | Mom won't visit us tomorrow. |

- Say question tags for one positive statement and one negative statement.
- Guide students to say for the other statements.

e.g. **You are a student, aren't you?**

You are not a student, are you?

Explain that a question tag is a short question added to the end of a declarative statement to turn it into a question, usually seeking confirmation or agreement.

5

Letter Writing

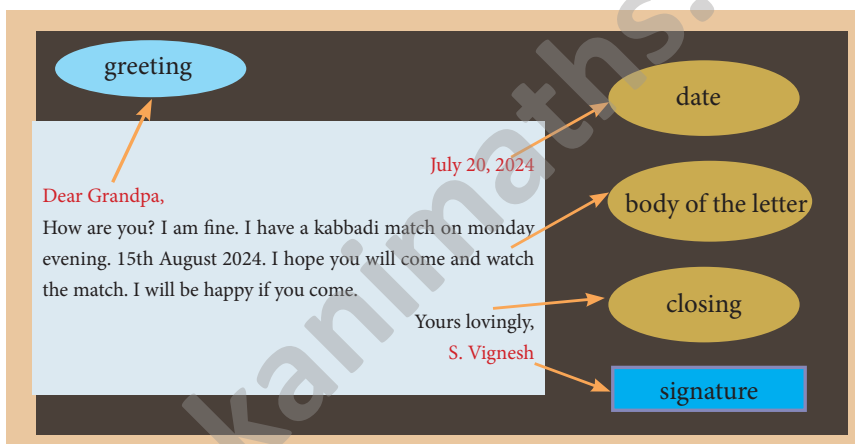
Days 9 & 10

Learning Outcome

- Learn to write formal and informal letters.

Classroom Activity

- Show an informal letter to the students.
- Ask them to identify the parts in the informal letter.
- Write the parts of the informal letter on sticky cards (date, greetings, body of the letter, closing and signature/name).
- Ask students to fix the suitable part in its place on the blackboard.
- Practise the same for a formal letter.

Fix my parts

- Reinforce formal and informal letter.

| Formal Letter | Informal Letter |
|--|--|
| <ul style="list-style-type: none"> Written in formal language on official purposes to authorities, dignitaries, etc Structure <ul style="list-style-type: none"> - Sender's address - Date - Receiver's address - Subject - Salutation - Body of the letter - Complimentary close - Subscription - Sender's Name | <ul style="list-style-type: none"> Written in cordial language to friends or family. Structure <ul style="list-style-type: none"> - Heading (Address and Date) - Salutation - Body of the letter - Closing - Subscription (Signature) |

Learning Outcome

- Use adverbs in an appropriate context.

Classroom Activity

- Prepare word cards for the following action words.
walk, run, write, jump, sing, dance, cook, speak, clap, laugh.
- Write adverbs such as fast, neatly, high, sweetly, beautifully, tastily, loudly, happily, slowly and softly on the blackboard.
- Read out the words on the blackboard twice and ask students to repeat after you.
- Keep the action word cards in a bowl. Call a student, ask him/her to pick a card.
e.g. speak.
- Ask him/her to point at the appropriate adverb for the action word.
e.g. speak - softly
- Now ask, How do you speak? Encourage him/her to say, I speak softly / loudly / fast / slowly.
- Practise this with all the students in the class using different action words.

e.g.

| | |
|-----------------------------|-----------------------|
| How do you run? | - I run fast. |
| How do you jump? | - I jump high. |
| How do you draw? | - I draw beautifully. |
| How do you shout? | - I shout loudly. |
| How do you talk? | - I talk sweetly. |
| How does your dad write? | - He writes neatly. |
| How does your mom sing? | - She sings sweetly. |
| How does your grandma cook? | - She cooks tastily. |
| How does your sister play? | - She plays happily. |
| How does your brother run? | - He runs slowly. |

Explain that an adverb is a word that describes a verb, adjective or another adverb. An adverb tells how, how often, when, and where, an action takes place.

7

Conjunctions

Days 13 & 14

Learning Outcome

- Use conjunctions in an appropriate context.

Classroom Activity

- Ask each student to come forward and say a thing which they like and a thing they do not like.
- Encourage them to say **I like _____**. **I don't like _____**.
- Now ask the students to combine the sentences using the conjunction **but**.
e.g. **I like fruits but I don't like sweets.**
- Divide the students into three groups A, B and C.
- Give the sentence strips without conjunctions to group A.

- I like mangoes. I like bananas.
- I have a pen. I don't have a pencil.
- I go to library. I love reading books.
- He came late. He missed the bus.
- I may come today. I may come tomorrow.

- Give the cards that have conjunctions to group B.

and

or

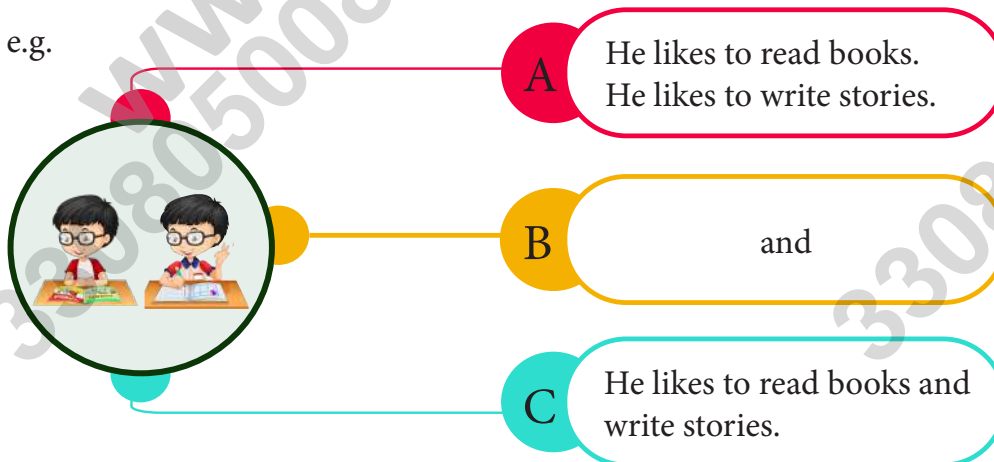
but

so

because

- Sentences in the strips are read by the students of group A. The students of group B has to read aloud the appropriate conjunctions. The students of group C combine the sentences using the conjunction and write on the board.

e.g.



Explain that a conjunction is a word that joins two words or sentences. Some of the common conjunctions are: **for, and, not, but, or, because, yet, so**

Learning Outcome

- ☉ Use appropriate tense forms in communication.

Classroom Activity

- ▲ Let all students sit in a circle.
- ▲ Write two sets of cards and spread them on the ground, facing down.

catch, run, buy, sleep, sing,
make, go, eat, bring, think,
write, drink, sell, tell, find, fall,
take

caught, ran, bought, slept, sang,
made, went, ate, brought,
thought, wrote, drank, sold, told,
found, fell, took

- ▲ Invite the students to pick two cards of their choice.
- ▲ If they open up the correct pair (e.g. tell-told) they can read aloud and keep the cards with them.
- ▲ If they do not open up the correct pair, let them put the cards back, without changing their position.
- ▲ Continue the activity until all the cards are paired.
- ▲ After pairing all the words, ask them to tell a sentence using Everyday and Yesterday.
e.g.
 - I go for a walk everyday.
 - I went for a walk yesterday, I ran early in the morning.
- ▲ Practise it with another set of words.

Explain Tenses to the students. Tenses demonstrate the time of an action in a sentence. Explain that there are three tenses and twelve time references in English.

| Present Tense | Past Tense | Future Tense |
|------------------------------------|---------------------------------|------------------------------------|
| Simple Present | Simple Past | Simple Future |
| Present Continuous/ Progressive | Past Continuous/ Progressive | Future Continuous / Progressive |
| Present Perfect | Past Perfect | Future Perfect |
| Present Perfect Continuous | Past Perfect Continuous | Future Perfect Continuous |

Learning Outcome

- Write grammatically correct sentences for a variety of situations.

Classroom Activity

- Introduce the kinds of sentences - **Declarative, Interrogative, Imperative and Exclamatory.**
- Divide the class into four groups.
- Ask the first group to describe their daily routine. (Declarative Sentence)
- Ask the second group to ask some questions. (Interrogative Sentence)
- Ask the third group to give instructions. (Imperative Sentence)
- Ask the fourth group to express in sentence that they see something they like / hate. (Exclamatory Sentence)
- Write 20 sentence strips (five for each kind) and put it in a bowl.
- Each student picks up a sentence and says its type.

Explain the four kinds of sentences - Declarative, Interrogative, Imperative and Exclamatory.

- Declarative sentences are statements. They give us information and they normally end with a full stop (.).
e.g. **I like coffee.**
- An Interrogative sentence asks a direct question and always ends in a question mark (?).
e.g. **What is your name? Do you like coffee?**
- An Imperative sentence is used to convey a command, order, advice or request.
e.g. **Bring me a glass of water.**
- An Exclamatory Sentence expresses strong emotion / surprise. It always ends with an exclamation mark (!).
e.g. **What an exciting game it was!**

10

Paragraph Writing

Days 19 & 20

Learning Outcome

- Write paragraphs using verbal / visual clues.

Classroom Activity

- Show the given picture.



- Divide the class into four groups.
- Ask the first group of students to come up with a title for the given picture on the blackboard.
- Ask the second group of students to write the first sentence (topic sentence) about the picture.
- Ask the third group of students to add supporting details.
- Fourth group has to write the closing sentence and conclude the paragraph.

e.g.

First Group : **Reading Books**Second Group : **Group Reading gives us pleasure.**

Third Group : **It develops our imagination. Good books help us in building our character. Our knowledge is enriched by reading books. The biographies of noble persons inspire us. We can buy books or go to libraries.**

Fourth Group : **We should cultivate the habit of reading books.**

Explain paragraph writing is an art of expressing ideas clearly and coherently in a structured format. A paragraph is a group of sentences that focuses on the central idea. It usually includes:

- Topic Sentence – This introduces the main idea of the paragraph.
- Supporting Details – These sentences provide explanations, examples, or evidence to strengthen the main idea.
- Closing Sentence – This wraps up the paragraph and reinforces the central idea.

Annexure

Module - 1

Aa



ambulance



axe



ant



arrow

Bb



belt



banana



bat



bucket

Cc



cap



car



clock



cup

Dd



doctor



duck



door



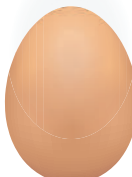
drum

Module - 2

Ee



eraser



egg



elephant



engine

Ff



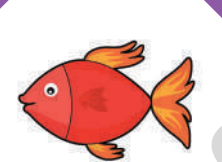
fox



face



frog



fish

Gg



gift



grapes



girl



goat

Hh



house



hen



hat



horse

Ii



ink



idly



igloo



insect

Module - 3

Jj



jug



jam



jar



jeep

Kk



kite



key



kitten



king

Ll



lion



lamp



lemon



leaf

Mm



moon



mango



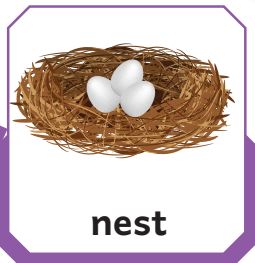
monkey



mat

Module - 4

Nn



nest



nib



net



nurse

Oo



ox



ostrich



octopus



orange

Pp



parrot



pen



pot



peacock

Qq



queen



quill



queue



question mark

Rr



rat



rabbit



rose



radish

Module - 5

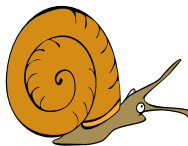
Ss



Sun



star



snail



sunflower

Tt



tiger



tree



tomato



table

Uu



umbrella



uncle



umpire



up

Vv



van



violin



vase



vegetables

Module - 6

Ww



whale



wheel



watch



well

Xx



xylophone

Yy



yak

Zz



zip

Module - 7

Dictation

1. The apple is sweet.
2. The ball is small.
3. The cat drinks milk.
4. The dog plays with a ball.
5. The elephant is big.
6. It is a fan.
7. The goat eats grass.
8. The hen is in the coop.
9. It is an ink pot.
10. He fills water in the jug.
11. The kite flies high.
12. The lion lives in the den.
13. The monkey eats a banana.
14. The fish is in the net.
15. The orange is sour.
16. She writes in a pen.
17. The queen has a quail.
18. The rat runs fast.
19. The stars shines bright.
20. The tree is big.
21. This is an umbrella.
22. The children go in a van.
23. He has a watch.
24. It is a xylophone.
25. There is a yak.
26. The zebra is in the zoo.

Module - 8

Short **a** vowel sounds

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----|------------|-----|-----|-----|-----|-----|
| -an | man | pan | can | tan | van | -at | cat | rat | bat | fat | sat | -am | ham | dam | jam | yam | dad | -ad | pad | mad | had | bad | rag | -ag | bag | lag | sag | tag | -ap | cap | map | tap | rap | nap |
|------------|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----|------------|-----|-----|-----|-----|-----|

Long **a** vowel sounds

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------|------|------|-------|------|------|------|------------|-----|-----|-----|-----|------|------|------------|------|------|-------|------|-------------|------|------|------|-------------|------|------|------|------|------|
| a-e | cake | bake | shake | take | sake | fake | -ay | may | way | hay | bay | clay | pray | -ai | rain | pain | train | gain | -aid | raid | paid | maid | -ail | nail | sail | bail | fail | tail |
|------------|------|------|-------|------|------|------|------------|-----|-----|-----|-----|------|------|------------|------|------|-------|------|-------------|------|------|------|-------------|------|------|------|------|------|

Module - 9

Short **e** vowel sounds

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----|-----|-----|
| -en | hen | pen | ten | den | men | -et | set | bet | wet | pet | net | jet | met | -ed | led | bed | red | wed | fed | -eg | beg | leg | peg | yes | web | pep |
| | | | | | | | | | | | | | | -em | hem | gem | | | | | | | | | | |

Long e vowel sounds

| -ee | -ee | -ee | -ea | -ea | -ea |
|-------|-------|-------|-------|-------|------|
| see | sleep | wheel | team | meat | eat |
| bee | meet | peel | bean | heat | sea |
| fee | feet | keep | clean | neat | pea |
| tree | seed | been | leaf | wheat | tea |
| free | feed | cheek | meal | cream | heap |
| three | need | leech | seal | cheap | leap |
| sheep | weed | green | bead | teach | seam |
| deep | deed | teeth | read | treat | beam |
| jeep | feel | | seat | | lean |

Module - 10

Short i vowel sounds

| -in | -it | -id | -ip | -ib | -ig |
|-----|-----|-----|-----|-----|-----|
| tin | kit | did | zip | nib | pig |
| pin | sit | lid | sip | bib | wig |
| bin | wit | bid | dip | rib | fig |
| fin | bit | hid | hip | -ix | big |
| win | lit | kid | lip | six | dig |
| | fit | mid | tip | fix | |

Long i vowel sounds

| | | | | | | |
|------------|--|------|--|-----------|--|------------|
| i-e | | | | -y | | -ie |
| bike | | hide | | try | | pie |
| mice | | rice | | cry | | tie |
| nine | | lime | | fry | | die |
| kite | | pine | | shy | | lie |
| bite | | wide | | sky | | |
| site | | side | | dry | | |
| cite | | file | | my | | |
| fine | | mine | | by | | |

Module - 11

Short o vowel sounds

| | | | | | | | | | | | | |
|------------|--|------------|--|------------|--|------------|--|------------|--|------------|--|------------|
| -ob | | -ot | | -ot | | -op | | -og | | -ox | | -od |
| cob | | cot | | got | | cop | | dog | | box | | cod |
| mob | | hot | | jot | | hop | | jog | | fox | | nod |
| rob | | rot | | not | | mop | | fog | | | | rod |
| sob | | pot | | | | top | | log | | | | pod |
| job | | lot | | | | pop | | | | | | |

Long o vowel sounds

| | | | | | | | | |
|------------|--|------------|--|------------|--|------------|--|------------|
| -oa | | -oa | | -ow | | -ie | | o-e |
| boat | | moan | | crow | | low | | stone |
| goat | | coal | | grow | | glow | | rope |
| coat | | goal | | slow | | throw | | cone |
| load | | foal | | flow | | o-e | | lone |
| toad | | soap | | show | | hole | | tone |
| road | | | | snow | | role | | pole |
| foam | | | | row | | home | | note |
| roam | | | | blow | | bone | | vote |

Module - 12

Short u vowel sounds

-ubcub
hub
rub
tub
pub**-um**gum
hum
sum
yum
mum**-un**bun
fun
run
nun
gun
Sun**-ut**but
cut
nut
hut
rut**-ug**bug
jug
mug
rug
dug
hug

Long u vowel sounds

-oogoose
spoon
boon
cool
food
fool
moon
soon**-oo**broom
room
pool
school
zoom
roof
zoo**-ue**blue
clue
glue
true
-ew
cashew
screw
chew**-ew**few
flew
grew
new
sew
blew
crew
threw
drew
dew**u-e**cube
tube
tune
dune
fuse
mule
mute
cute
huge
duke**u-e**jute
rule
June
rude
dude

Module - 13

- The cap is red.
- The dog wags its tail.
- The hay is in the way.
- He bakes the cake.
- There are ten red jets.
- The green leaf is on the tree.
- The kid eats a fig.
- The kite flies high in the sky.
- The dog and the fox are on the log.
- The cone is full of foam.
- The cub runs on the rug.
- The cute bird flew to the zoo.

Module - 14

Digraphs

| ch | sh | wh | ph | th | ng |
|----------|-------|---------|----------|-------|-------|
| cherry | shirt | wheel | elephant | three | ring |
| chair | shoe | wheat | phone | thumb | sing |
| bench | brush | whale | photo | moth | king |
| torch | fish | whistle | dolphin | tooth | wing |
| chin | shop | when | graph | thud | swing |
| chip | ship | which | phonics | thin | sung |
| chop | shut | whip | | with | thing |
| chat | | what | | think | song |
| chick | | where | | mouth | sang |
| children | | | | | gang |

Module - 15

1. Ships sail
2. Whales swim
3. Spicy chips
4. Trains whistle
5. Cars rush
6. Children cheer
7. The phone is on the table.
8. The moth is on the leaf.
9. The ring is in the box.
10. The ship is in the sea.
11. The wheel is big.
12. The dolphin is in the photo.

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If you are Emotionally,
Physically, Sexually
Harassed or Abused,



If you feel unsafe dial **CHILDLINE 1098** Night & Day
Caller details will be kept confidential

If you are feeling Threatened or
being Abused or Harassed -
Emotionally, Physically or Sexually,
If you are feeling unsafe,
If you need guidance for
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